



BEHAVIOUR PARENT LEAFLET



Our vision for behaviour at TBP:

Children **aspire** to be good citizens and demonstrate a strong moral compass through a value-led school ethos. These values, along with the UNCRC (United Nations Convention on the Rights of the Child) are at the heart of all school planning, policies and documents as we become a Rights **Respecting** school.

Children take ownership of their own behaviour, learning from mistakes whilst intrinsically developing a sense or moral purpose which supports them in making good decisions throughout their lives.



CONTENTS

- Our Aims for the pupils at Thomas Buxton Primary School (page 3)
- Our School Environment (page 4)
- Rights and Respects of staff and pupils (page 5)
- Rights and responsibilities of parents (page 6 and 7)
- Rights Respecting School Award and our Values (page 8)
- How we encourage good behaviour (page 9 and 10)
- How we acknowledge good behaviour (page 11-13)
- How we manage poor behaviour (page 14-15)
- Positive Playtimes (Page 16)
- Learning behaviours (page 17)



Our Aims for the Pupils at Thomas Buxton Primary School

We aim for our pupils:

- To enjoy learning and to always try to do their best.
- To become active learners through listening, questioning, thinking and talking about learning.
- To be able to communicate effectively and be confident readers and writers.
- To feel proud of success and to celebrate achievement, their own and others.
- To be able to work co-operatively and independently.
- To be able to make responsible choices in their learning and behaviour.
- To develop positive relationships with each other and the staff.
- To care for our learning environment.
- To always treat others with respect and consideration and expect to be treated in the same way themselves

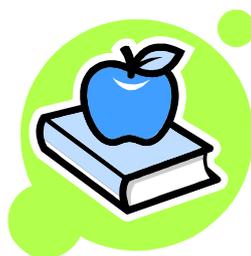




Our School Environment

We wish to foster a school environment in which

- Places the UNCRC (United Nations Convention on the Rights of the Child) at the heart of all aspects of school life
- Everyone is able to learn, and contribute to the learning of others.
- Everyone is treated with care, respect, empathy and kindness.
- Everyone has opportunities to be noticed in ways that help them to feel good about themselves.
- Everyone cares about the school environment and develops the ability to share and co-operate.
- Everyone develops the ability to take responsibility for their behaviour.
- Everyone learns to make appropriate choices and decisions.
- Everyone encourages understanding and celebration of diversity.





RIGHTS AND RESPECTS OF STAFF AND PUPILS

Everyone has the right to-

learn

feel cared about

be listened to

use the resources of the school

make mistakes and try again

get help when they need it

feel successful

feel and be safe in the school environment

feel a sense of belonging

express their feelings in a positive way

Everyone will show respect through-

trying not to distract others

caring about others

listening to others

sharing and looking after the resources of the school and trying to learn from mistakes

helping others and ask for help from the teacher

appreciating the successes of others

being mindful and aware of how other people feel and how our actions affect other people

making everyone feel welcome and accepted

thinking about other people's opinions and points of view



Rights and Respects of Parents

Parents have the right to-

- To know their concerns are taken seriously and dealt with appropriately.
- Be accepted and welcomed by all staff members.
- Be respected.
- Be able to see a teacher, at an appropriate time, about concerns they may have.
- Give opinions about things that happen in a school.
- Know their children are safe and happy in their school.
- Expect the children to be treated fairly and equally.
- Be informed of children's progress at regular meetings.
- Have opportunities to visit classrooms and assemblies.



Parents have the responsibility to-

- Make sure that your child arrives on time (8.55am) and is collected on time (3.30pm).
- Ensure that your child is not tired from going to bed late.
- Make sure that your child attends school regularly and to provide an explanation if they are absent.
- Attend parent conferences to discuss your child's progress.
- Help your child enjoy reading their book at home and to help them with homework.
- Support the school's behaviour policy and contact the school when they have a concern to discuss matters relating to the progress, behaviour and happiness of their child.
- Take responsibility for their child's learning and behaviour.
- Show respect for all staff, other parents and visitors in the school.
- Encourage their children to be independent.

At Thomas Buxton Primary School, we aim for the UNCRC to be at the heart of all planning, policies and school life. Children learn about the conventions and actively put them into context through curriculum opportunities and beyond. Through a consultation process with all stakeholders, we have decided on 4 articles which are most important to our school community. These will be a learning focus at Thomas Buxton. Below, you can see how they link to our school values:



Article 12: Respect the Views of the Child - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 15: Freedom of Association - Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop others from enjoying their rights.

Article 29: Goals of Education - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 31: Leisure, play and culture - Every child has the right to relax, play and join in a wide range of cultural and artistic activities.



How we encourage good behaviour

- We believe that it is important to acknowledge pupils' efforts to play, behave and learn well. We appreciate parents' / carers' involvement in this process.
- We teach pupils that the way to get attention is through behaving well.
- We are clear, firm and consistent.
- We help children to identify difficult behaviour for themselves and how to resolve it.
- We teach children 'Rights Respecting' language to help them understand and communicate when they have a problem and how to resolve it effectively.
- We develop classroom and playground charters together and agree what makes a happy, safe and purposeful learning environment.
- We teach pupils how to do 'Good Sitting, Good Looking, and Good Listening.'
- We use circle time, class time and whole school assembly time to focus on positive behaviour.

- We believe that pupils behave well when they feel good about themselves and we do all we can to promote their self-esteem through everyday practice and specifically through our SEAL (Social and Emotional Aspects of Learning) assemblies and lessons.
- We demonstrate what our rules mean; for example, an assembly focuses on how to be a good friend or how to be gentle.
- All adults are aware of their responsibility to provide role models in order to foster good relationships.
- Staff take account of children's different learning styles in their teaching. For example, VAK:
 - *Visual
 - *Auditory
 - *Kinaesthetic
- Staff plan lessons and activities to stimulate and motivate pupils to become active learners and to take responsibility for their own learning.
- We invite visitors in to support children in understanding different types of discrimination including racism and the effect it has on those targeted.
- We have anti-bullying weeks to promote everyone's right to feel happy and safe at school and in the wider community and identify support and strategies for victims.



We acknowledge good behaviour through:

INDIVIDUAL:

- Sticker charts
- Certificates presented during the Friday Achievement assembly
- Attendance certificates / treats
- Verbal and non-verbal praise - including through individual behaviour profiles shared during termly mentor meetings.
- Other certificates (eg: homework certificates)
- Top Table invitations

CLASS:

- Marble treats
- Class attendance trophies (weekly presented during the Achievement assembly)

STICKER CHARTS

Purpose:

To promote positive behaviour through an incentive based sticker chart

How it works:

Children are rewarded with stickers when they demonstrate good learning behaviours or achievement. When children reach particular milestones (ie: amounts of stickers) they receive small prizes.

ASSERTIVE MENTORING MEETINGS

Purpose:

To celebrate good behaviour and attitude. Targets and actions are set to reduce individual instances of poor behaviour.

How it works:

Teachers fill out a behaviour and attitude profile for each child in their class every term prior to their 1:1 mentor meetings. The profile is shared and agreed upon during the meeting. An attitude reward certificate may be given for good behaviour and targets will be set where children need behaviour support. These are promoted during the term and reviewed at the following mentor meeting. This information will be shared with parents and carers during parents' and carers' evening.



TOP TABLE

Purpose:

The aim of Top able is to promote positive behaviour in the playground.

How it works:

7 children are invited each week to sit on 'Top Table' with the Headteacher, Deputy or Phase Leader. An adult will recommend children to the Senior Midday Meals Supervisor who have been seen behaving well in the playground by being a good friend or helpful etc. Throughout the week, children will be added to the display board in the dining hall and on Thursday, those children will receive an invitation to Top Table for Friday lunchtime. (There will be a separate Top Table for infants and juniors.)

On Top Table, children have a table set for them with restaurant cutlery, folded napkins and a menu where waiters take their orders and serve them their food. They have special juice and a chocolate at the end. During their lunch, we celebrate their great efforts in the playground for the week.

MARBLE TREATS:

Purpose:

To encourage children to work and learn together

How it works:

Classes can be rewarded with up to 3 marbles per day based on how well they have worked together. Children and their teachers will use their class charter to decide how many marbles the class has earned (1, 2 or 3). These will be placed in the class jar. When the class get 60 marbles, the teacher

will plan a whole class treat. This may include an off-site activity or reward activities within the classroom.

ATTENDANCE REWARDS:

Purpose:

To encourage children to be at school every day and on time. This is to encourage a life-long habit which will hopefully extend beyond children's time at Thomas Buxton.

How it works:

WEEKLY: There is a weekly attendance trophy for the class with the highest weekly attendance percentage for KS1 and KS2 presented during Achievement assembly. In the EYFS, an attendance soft toy is presented to the class with the highest attendance.

TERMLY: We have an attendance and/or punctuality focus fortnight each term. At the end of the fortnight, a special reward is organised for all children who meet the set target.

YEARLY: Children with the highest attendance for the year are rewarded with a trip to Chessington in the summer term (KS1 and 2)



We manage poor behaviour through:

- The 'Red Card' Behaviour system (see separate guidance)
- The **3 STEPS TO RESOLVING CONFLICT**; developed to help us to resolve arguments between pupils.

3 STEPS TO RESOLVING CONFLICT

1. Tell the other person which of your rights you feel was disrespected and therefore upset you.
 2. Tell the other person how you feel.
 3. Tell the other person what respect they can show you or what they can do to make you feel better
- A school leadership team member (DHT) is responsible for monitoring behaviour at playtime/lunchtime each day. A record of more serious incidents (red cards) such as fighting, kicking, or name-calling is always tracked on the electronic **school behaviour tracker**. Fair sanctions are imposed each time. For example, a pupil may:
 - Conflict or disagreements can be managed through **peer mediation** if children agree to it.
 - Reminding children of the Rights and Respects charters and identify which right s/he has disrespected.

- **Sanctions** are considered carefully and should allow children the opportunity to learn from their mistakes.

Examples include:

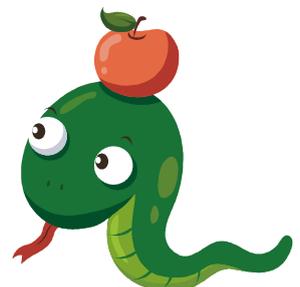
- Filling out a 'reflection' sheet
 - Writing a letter/drawing a picture to say 'sorry' to a child they may have upset.
 - A letter sent home to parents or carers
- The Headteacher or Deputy will **meet parents/carers** if the misbehaviour continues or becomes more serious.
 - Incidents recorded on the behaviour tracker are monitored and further action is put in place through a system of **individual monitoring / highlighting** or in serious cases, **Pastoral Support Plans (PSPs)**.
 - Discrimination, bullying or physically hurting a child is taken very seriously and is not tolerated. In this instance, the pupils are sent straight to the Headteacher, Deputy Headteacher or another Senior Leadership Team member.



Positive Playtimes

(Our RRSA Playground charters)

- Our expectations to make sure playtimes are positive for all children are developed with the children through our Rights Respecting charters. We believe that for children to positively engage with these charters, they need to be involved in developing them so they can take ownership of the charter and therefore their behaviour.
- We have separate charters for the EYFS, KS1 and KS2.
- We update them when necessary to reflect current school daily life and changes in cohorts.
- Our KS1 and 2 playgrounds are separated into zones where structured activities take place so children know what playing opportunities are available to them
- Children take responsibility for lunchtimes through:
 - Job Centre responsibilities
 - Purchasing some playground equipment with the DHT
 - Running the school tuck shop
 - Child led initiatives through the School Council
 - Peer mediators to support children having difficulties. This includes; providing support for children having disagreements and helping children establish friendships
 - Signing up to a variety of clubs on offer





Learning Behaviours



(Our RRSA classroom charters)

- To ensure children are motivated to 'be the best they can be' during lessons, each class develops a Rights Respecting charter with their teacher and teaching assistants. They are used during teaching and learning to reinforce positive behaviour and support children in correcting unacceptable learning behaviour. They are updated when the class feels it is necessary.
- We also use the 7 Ps to support children's learning behaviour and ensure they are actively engaged in their learning. These are specifically taught during the 'Establishing Weeks Curriculum' at the beginning of the year and reinforced throughout.

- 1.) **P**assion
- 2.) **P**rogress
- 3.) **P**urpose
- 4.) **P**articipation
- 5.) **P**raise
- 6.) **P**erseverance
- 7.) **P**ace

